

Sydney Secondary College Balmain Campus Annual Report



2018



8484

Introduction

The Annual Report for **2018** is provided to the community of **Sydney Secondary College Balmain Campus** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Julianne Beek, Sydney Secondary College Balmain Campus Principal

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Message from the Principal

Sydney Secondary College has an excellent reputation as a vibrant and successful public education community. We have a proud history of growth and innovation. As a College we continue to reach outwards to ensure opportunity and quality education for our students. The strong partnership of the three campuses makes up the College and enables us to provide the advantages offered by both smaller schools (Campus) and larger schools (College). We provide age appropriate education, based on quality teaching and learning. Our focus on offering a diverse curriculum, student wellbeing and expanding co-curricular programs ensures that we put our College motto, 'Quality, Opportunity and Diversity' into practice.

Judy Kelly, Sydney Secondary College Principal

Balmain Campus is a proud member of the Sydney Secondary College community. Our staff provide enriching opportunities for students, both within and outside the classroom, to help develop student talents and interests. Our school community worked in partnership to undertake a whole school review of middle schooling in 2018, leading to the development of our middle schooling model. This is a strong articulation of the value our school places on high expectations, authentic teaching and learning outcomes, student voice and responsibility and strong learning relationships for students in the middle years of education. I am proud of what our school community achieved in 2018 and I am looking forward to the directions set for 2019.

Julianne Beek, Sydney Secondary College Balmain Campus Principal

Message from the school community

The P&C loves helping our great school and 2018 has definitely been a full year! The year began with the Year 7 Parents' Welcome Drinks which were closely followed by a successful P&C BBQ for the school's open evening. Throughout the year the P&C contributed to a host of school activities including Breakfast Club, Duke of Edinburgh Program, and School Gold Award excursions. The key fund raising event was a night in the school hall where parents were entertained by local band, The Grateful Dads. However, the major success was winning a Community Building Partnership grant of just over \$50,000 towards renovating the Terry Street entrance to the school. We're looking forward to implementing the project throughout 2019.

Cathy Robinson, P&C President

Message from the students

2018 was an exciting year at Balmain Campus. We, as school leaders, had the opportunity of leading a renovation of the school garden and cricket net area on the Lower Oval. We worked on the project, which came about after the school was successful in gaining a \$10,000 grant for improvements to facilities, for the majority of the year. The space is looking amazing with new seating for use at lunchtimes and improved garden beds which will be utilised by Year 7 and 8 Technology classes. The leaders had a fantastic experience. This was a great project to have worked on throughout the year and is a great legacy for us to leave behind as we move on to our senior years of study. We hope that everyone enjoys this new space! It was also another successful year for the Student Representative Council. A highlight was their joint endeavour with the new Rainbow Group. Funds raised on Wear It Purple Day were used in creating the Rainbow Garden, an excellent symbol of diversity and acceptance at Balmain. We wish everyone the very best in 2019 and congratulate the new school leaders who will be taking over from us this year.

Aya and Oscar

2018 Student Leaders: Aya Adel, Charlotte Baird, Charles Clay, and Oscar Iredale.

School background

School vision statement

Sydney Secondary College will challenge all students to achieve excellence as adaptable life-long learners prepared for a dynamic 21st century work environment. Engaging with a differentiated and rigorous curriculum our students will become global citizens who are resilient, responsible and independent. In partnership with parents and the community, our highly motivated and professional staff will encourage each student to achieve their full potential as effective communicators, creative thinkers and problem solvers. This will occur in a structured and caring environment, based on mutual respect and collaboration.

School context

Sydney Secondary College is a vibrant and inclusive multi-campus setting in the inner city, comprising of two Year 7 – 10 campuses (Leichhardt and Balmain) and one Year 11 – 12 campus (Blackwattle Bay).

Sydney Secondary College Balmain Campus is located on the harbour at Rozelle and has a current enrolment of 790 students. The school is a culturally diverse middle school with selective, comprehensive (including enrichment and special programs) and special education streams.

All students are encouraged to achieve their personal best in an environment that provides academic challenges and artistic, cultural and sporting opportunities. Strong parental and community partnerships are a feature of the school.

The school has a commitment to middle school initiatives that enhance and improve educational outcomes with a focus on social and cultural literacy.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning – In the areas of Learning Culture, Wellbeing, Curriculum, Assessment and Reporting, Sydney Secondary College Balmain Campus has evidence to demonstrate that we have moved into the Sustaining and Growing level through program implementation in 2018. The 2018–2020 School Plan focus on wellbeing programs and reporting procedures has led to this change. Directions for focus and development for 2019 are in the areas of data analysis and use in the Student Performance Measures theme. This is also an area identified for focus in our three year plan.

Teaching – In the areas of Effective Classroom Practice, Professional Standards and Learning and Development, Sydney Secondary College Balmain Campus has assessed that we are at a Sustaining and Growing level. This is following a focus in 2018 on Positive Behaviour for Learning and support for teacher professional development, particularly around middle schooling strategies. The theme of Data Skills and Use is at Delivering level. This is a focus for implementation in the 2018–2020 School Plan in 2019 and will be developed in line with the Learning domain Student Performance Measures theme to enhance teacher confidence in the use of data to inform teaching and learning in their classrooms.

Leading – As with 2017, all themes of Leading are at the level of Sustaining and Growing. Themes within the areas of School Planning, Implementation and Reporting, School Resources and Management Practices and Processes have achieved elements of the Excelling level. The school plan implementation in 2019 will further enhance these areas regarding movement into Excelling across all themes.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Excellence in Learning

Purpose

Our students will be engaged learners who develop strong content knowledge and skills in literacy and numeracy. They will be creative, critical thinkers and adaptable, collaborative lifelong learners. Our students will be empowered to learn, connect, succeed, thrive and be empathetic and resilient individuals capable of demonstrating, communicating and reflecting on their learning.

Overall summary of progress

A greater proportion of students are demonstrating self-regulation, as evidenced by the increase in positive incident entries recorded on Sentral, and the greater proportion of students receiving Gold Awards and attending the Gold Award excursion. This is also shown in the increase in students demonstrating positive behaviour for learning. 2018 has more than three times as many student activities recorded than in 2017, reflecting great participation in school-wide activities.

Unfortunately issues with the validity of NAPLAN data in 2018 mean that no conclusion can be made about the performance of students in literacy and numeracy in 2018 compared to previous years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students performing in the top two bands in literacy and numeracy in NAPLAN.	Integration Support Funding \$20,000. RAM Equity Funding \$20,000. Support provided through 1.0 FTE allocation of Learning and Support Teacher (LaST).	As a result of changes to NAPLAN testing procedures, comparing results of the 2018 test with previous years is not valid. Analysis of the Year 9 Average Scaled Growth Scores indicate some positive results: Year 9 Writing – 35.9 (compared to State – 34.3), Year 9 Spelling – 40.9 (State – 38.5), Year 9 Reading Domain – 44.8 (State – 44.6). Areas for improvement include Year 9 Numeracy – 40.7 (State – 47.0) and Grammar and Punctuation – 26.5 (State – 38.4). Analysis of the Year 7 Average Scaled Growth Scores indicate some positive results: Year 7 Spelling – 56.1 (State – 51.2), Year 7 Reading Domain – 41.1 (State – 40.9). Areas for improvement include Year 7 Writing – 27.5 (compared to State – 34.8), 7 Numeracy – 49.7 (State – 54.2) and Year 7 Grammar and Punctuation – 34.1 (State – 36.9). Optional Literacy sessions were run once a fortnight for students in Year 10 who did not meet minimum national standards.
Increased proportion of students demonstrating and being recognised for self-regulation.	RAM Equity Funding \$2,000. Support provided by the school P&C.	The number of positive incident entries on Sentral has increased from 559 in 2017 to 975 in 2018. In 2017 113 students attended the Gold Award excursion, while in 2018 295 students received Gold Awards and went on the Gold Award excursion.
Increased proportion of students involved in school wide activities.	RAM Equity Funding \$10,000.	In 2017, there were 5302 instances of students attending an activity, while in 2018 there were 17446 instances of students attending an activity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students involved in school wide activities.		<p>Programs such as iLearn4Me and STEM initiatives have been implemented to increase student engagement.</p> <p>Ongoing 6–7 transition visits, Open Night and GAT Information Nights have been implemented and enhanced.</p>
Increased proportion of students completing assessment tasks in the high achievement range.	<p>Integration Support Funding \$20,000.</p> <p>RAM Equity Funding \$20,000.</p> <p>Support provided through 1.0 FTE allocation of Learning and Support Teacher (LaST).</p>	<p>Analysis of grading consistency across subjects and years was undertaken by Executive staff to moderate judgements of student performance. Student samples of assessments in the high achievement range were compared and analysed for both Stage 4 and 5. Targets and averages for student grades across subjects were established.</p> <p>All year groups have been provided with an assessment booklet containing the school's 7–8 or 9–10 assessment policy. All assessment schedules were administered with the school proforma.</p>

Next Steps

- Ongoing professional learning and explicit teaching of literacy and numeracy will occur to ensure continued growth in NAPLAN achievement. Areas for improvement include writing, grammar and punctuation and numeracy. The Literacy Team will develop students' skills in literacy and numeracy, particularly writing, in line with expectations set by the minimum standards testing for Year 10.
- The school's PBL Team will continue to encourage staff to recognise positive behaviours, and provide rewards for students demonstrating self-regulation.
- The provision of school-wide activities such as teams, clubs and excursions will continue to be encouraged and promoted. Programs such as iLearn4Me and ongoing transition visits will be evaluated and enhanced.
- A review of school assessment procedures and practices will ensure that there is consistency in expectations and assessment grading, providing opportunities for students to demonstrate their success within the context of our middle school model.

Strategic Direction 2

Excellence in Teaching

Purpose

Staff will ensure an on-going Sydney Secondary College culture of high expectations. This will be based on evidence based practices and evaluation, continuous professional learning, accreditation support, innovative practice and the development of collaborative learning communities.

Overall summary of progress

All staff have participated in the annual cycle of performance and development including creating a Performance Development Plan. Staff have documented goals, strategies, appropriate evidence and support where needed. Feedback cycles have occurred during meetings with supervisors and from lesson observations. More than 80 days of professional learning were accessed by staff across the school. Teachers from a range of faculties self-identified professional learning opportunities from a range of internal department and external professional learning opportunities, thus demonstrating staff commitments to further professional development.

Professional learning centred on a number of themes throughout the year:

- Building cross faculty teams to support year 7 and year 8 students in their transition to high school
- Teams focused on reviewing NAPLAN data for their classes, primary school data collected for year 7s, Sentral data for year 8s
- Teams focused on discussing potential supports and adjustments based on data to best support students in their classes. Adjustments were uploaded onto Sentral and marked for preparation for Nationally Consistent Collection of Data (NCCD) documentation
- The development of a Middle School model and a classroom observation model to enhance classroom practice of teachers to improve the learning outcomes and engagement of all students
- A specific focus on literacy, especially supporting student writing as NAPLAN data highlighted this area for development across much of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff satisfaction feedback regarding professional learning and support for staff professional practice.	Teacher Professional Learning funding \$20,00.	<p>A process of recording staff learning and feedback utilising My PL occurred this year.</p> <p>Executive staff gathered feedback from staff on teacher roles regarding the four areas of the Middle Schooling model. Through working with the areas of expectation, staff gave examples of what high expectations, authentic teaching and learning outcomes, student voice and responsibility and strong learning relationships look like in their classrooms and through learning across the school.</p> <p>There was a collection of photo evidence of active staff engagement in team building activities on staff development day at the end of the year. This photo elicitation was used to start the 2019 school year to reinforce the team activities and importance of working together. Photographic evidence indicated high staff involvement and engagement in activities.</p>
Increased confidence and engagement in analysis of data and sharing teaching practice through observations and professional learning.	Teacher Professional Learning funding \$10,00.	<p>Executive staff were trained in the use of Scout. This data warehouse allows executive staff to make better informed decisions.</p> <p>Teams of teachers worked together to analyse data</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased confidence and engagement in analysis of data and sharing teaching practice through observations and professional learning.		<p>to support the learning of their students in their year 7 and 8 classes. Data analysed included: NAPLAN data for their classes, primary school data collected for year 7, Sentral data for year 8.</p> <p>Staff worked through professional learning meetings around the categorisation of incidents occurring at school; this increased the accuracy of information recorded in Sentral for more timely support to be provided to students.</p>
Teacher and student surveys demonstrate improvement in student engagement and achievement through the implementation of learning strategies developed through professional learning.	<p>Teacher Professional Learning funding \$ 40,000.</p> <p>RAM Equity Funding \$10,000.</p>	<p>Development of school based observation model. This model was researched and developed by a team of teachers to be utilised in 2019. Feedback was gathered from staff at professional learning meetings and adjustments were made to the proposed model based on staff input and team review of trials.</p> <p>Extensive surveying of staff and students occurred around wellbeing and resilience. Less than 30% of students identified bullying as an issue across the College. They identified building resilience and connection to school as significant ways to manage wellbeing. This data was used to guide wellbeing programs to support students in their learning.</p>
School processes and procedures reflect department and NESA requirements.	Teacher Professional Learning funding \$10,000.	<p>All staff have completed a Performance and Development Plan (PDP) in 2018 that are linked to School Plan and Teacher Professional Standards.</p> <p>College Excellence Framework was used to guide planning and review processes at school.</p> <p>Faculty reviews were conducted in Technology and Applied Studies and Creative and Performing Arts that linked to the College Excellence Framework. The reviews are an internal review mechanism to monitor practices within faculties.</p> <p>Mandatory training requirements were met in areas including child protection, anaphylaxis and e-emergency training.</p> <p>Conducted a review of the hours for all courses against NESA requirements.</p> <p>All courses are board-endorsed/developed.</p> <p>Assessment policy and booklets were distributed to all students, posted on the school's website. Booklets provided students with planning tools to manage completion of tasks and give clear guidelines around timelines for assessment task due dates.</p>

Next Steps

The 2018–2020 school plan is in its first year of implementation. Areas of focus for the Excellence in Teaching Strategic Direction for 2019 include:

- To continue to develop a professional learning culture where teacher professional learning is shared across faculty

teams and the whole school.

- To establish processes where all teacher professional learning is linked to the school's milestones through the professional learning application process.
- Staff across the school build an environment where increased participation in the school developed observation process is undertaken as a means to support each other's development.
- The capacity of staff to analyse and utilise data to inform teaching practice and improve teacher performance is enhanced.
- To develop a process where feedback can be gathered and shared across the various professional development opportunities undertaken by staff.

Strategic Direction 3

Excellence in Leading

Purpose

Our College will have systems, structures and processes that underpin on-going improvement. We will build the capacity of all teachers to be instructional leaders who support a culture of high expectations and community engagement. Our parents and broader community will be actively and strategically engaged in our provision of quality learning opportunities and experiences that support our strategic vision.

Overall summary of progress

Teacher Performance and Development Plan (PDP) goals have been devised with reference to the school's Strategic Directions. Professional Learning was targeted towards common PDP goals, including College Staff Development Day. A higher proportion of students were involved in leadership opportunities, with new processes implemented in 2018 for leader selection, and further community opportunities were explored for leadership opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher performance and development plans reflect teacher need and positively contribute to continual improvement of practice.	Teacher Professional Learning Funding \$10,000.	<p>Staff PDP goals are mapped against the School Plan and used to inform external professional learning as well as school based TPL. Observations have been included as part of the PDP process, and support documents were provided to assist staff in completing their PDP.</p> <p>Teacher PDP goals were collated and used by the College Team to determine topics for the College Staff Development Day.</p>
Increased proportion of students involved in leadership and community learning opportunities.	RAM Equity Funding \$10,000.	<p>Processes were established and implemented to select twice the Student Leaders and Sports Leaders in 2018 as were selected in 2017. Student Welfare Ambassadors were identified from student leader nominees.</p> <p>Strong community links have been strengthened with Partner Primary Schools through running transition presentations, staff collaboration and combined student activities. Community links were collaboratively documented and gaps in links were identified.</p> <p>Staff explored links within the community to extend learning opportunities, for example the establishment of connections with University of Technology, Sydney for STEM learning. Already established links, such as with the Balmain Rowing Club, were fostered and enhanced.</p> <p>An increased proportion of students were engaged by guest speakers from the community. These speakers were regularly engaged to enrich the learning of students, particularly in the Science and HSIE faculties.</p>
Surveys indicate an increase in parental, student and staff satisfaction with school activities.		The surveys conducted as part of the Technology and Applied Studies and Creative and Performing Arts faculty reviews provided indicators of parent,

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Surveys indicate an increase in parental, student and staff satisfaction with school activities.		staff and student satisfaction. The College Wellbeing survey provided indicators of parent and student satisfaction.
Increased proportion of staff indicating interest in higher levels of accreditation.		Approximately 10% of staff have indicated interest in undertaking accreditation at Highly Accomplished and Lead levels. Staff are provided with the opportunity to work together through the school's team structures and the College's aspiring Head Teachers meetings.
Staff feedback regarding professional learning opportunities and culture.		Results of the People Matter Survey provide evidence of a positive perception of staff culture. These include: 70.59% of surveyed staff stated that their job offers the opportunity to work on innovative projects, 70.59% of staff surveyed stated that their contributions to the team are recognised, and 76.47% of surveyed staff stated that their work group is able to demonstrate the outcomes of their work.

Next Steps

The 2018–2020 school plan is in its first year of implementation. Areas of focus for the Excellence in Leading Strategic Direction for 2019 include:

- Staff leadership capacity continues to be developed through increased opportunities to be actively involved in various teams across the school.
- The work of these teams is guided by the school plan, milestone and collaboration with the school's executive.
- Participation on teams is encouraged and open to all staff. Increased opportunities for genuine engagement of students with the local community to promote leadership opportunities for staff and students.
- Leadership opportunities are developed to enhance a culture of high expectations as highlighted through the school's developed middle schooling model.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Equity Aboriginal Background Funding \$17,691.	In 2018, the Aboriginal student mentoring program continued, with each student and family formulating an individual Personalised Learning Pathway (PLP) with their mentor teacher, a member of the Aboriginal Education Team. This has encouraged increased communication and connection between families and the school. Attendance at the evening was consistent with the previous year. We will review different strategies to encourage attendance at the evening. Staff continued to implement 8 Ways of Learning strategies in teaching and learning programs. Funding was utilised to employ two Aboriginal Student Learning Support Officers to assist students with literacy and numeracy development. This has supported student attendance and academic progress, building confidence and resilience as well as providing positive role models for students.
English language proficiency	RAM Equity EAL/D Funding \$41,694. EAL/D support provided through the employment of 1.4 FTE EAL/D Teachers.	In 2018, 41% of the school population was supported through 1.4 EAL/D teachers and funding provided to the school. Parallel English classes of approximately 10–15 students were established at the Emerging to Developing levels for Years 7–10. Parallel HSIE classes for ESL students in Years 9 and 10 were also developed to further target their writing development. Team teaching also occurred in science for two Year 7 and two Year 8 classes who had the highest amount of EAL/D need. Coursework, homework and assessment task support was provided by our EAL/D staff during the school day. Year 9 and 10 (who needed to meet band 8) were given additional focus in 2018 during this break time coaching. This assisted them greatly in better meeting the new minimum requirements for NAPLAN in which they required additional support.
Low level adjustment for disability	RAM Equity Low Level Adjustment for Disability Funding \$60,000. Support provided through 1.0 FTE allocation of Learning and Support Teacher (LaST).	Funding was utilised to employ School Learning Support Officers (SLSOs) and 0.6 of a teacher to support the 0.4 LaST allocation. This enabled the Learning Support Team to allocate both in class and individual support for students requiring assistance with literacy, numeracy and general learning skill support. This enabled all identified students to confidently submit assessment tasks with an increasing number being submitted on time. All teachers who requested support were provided assistance to modify assessment tasks and course work. All students who were identified by the Nationally Consistent Collection of Data (NCCD) had Individualised Learning Plans (ILPs) written in consultation with staff, students and parents.
Socio-economic background	RAM Equity Low Socio-Economic Background Funding \$24,929.	Financial assistance was provided to families throughout 2018 to enable students to access classroom and extra curricular activities as well as uniform and learning supplies.

Socio-economic background	RAM Equity Low Socio-Economic Background Funding \$24,929.	Funding was utilised in the employment of SLSOs to support student learning in the classroom and the implementation of PLPs and ILPs in the classroom. Funds were also utilised to enhance learning spaces for students.
Support for beginning teachers	Beginning Teacher Support Funding \$114,055.	Funding was utilised to reduce the teaching allocation of teachers within their first two years of teaching. A beginning teacher mentor was employed to work with beginning teachers around their teaching practice, requirements of accreditation and the successful implementation of Positive Behaviour for Learning. This included one-on-one mentoring sessions and lesson observations. Funding was also provided to support beginning teachers attend professional learning to support their development as teachers. Teachers reported that the support provided enhanced their teaching practice and confidence in the classroom and with processes.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	464	487	485	468
Girls	280	312	300	290

Total student enrolment in 2018 was 758 students, with 290 girls and 468 boys. A slight decrease in overall student numbers this year is due to a continuation of reducing non-local student enrolments. 3.2% of students are Indigenous and 36.6 % have English as an additional language dialect (EAL/D). 47% of students are in the top quarter for socio economic advantage and 7% are in the bottom quarter.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	94	94.9	92.9	92.4
8	92.6	92.1	91.5	91
9	92.4	91.7	89	89.4
10	90	90	90.1	85.9
All Years	92.2	92.2	90.9	89.7
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
All Years	90	90	89.9	88.7

Management of non-attendance

Student attendance at Sydney Secondary College Balmain Campus continues to be above state average. Good attendance is an indicator of high student engagement. A range of strategies have been used to encourage and recognise attendance at school. These include wellbeing team intervention through counselling, attendance cards, parental and Home School Liaison Officer (HSLO) involvement. Fortnightly meetings with Head Teacher Wellbeing, Year Advisor and Deputy Principal has allowed targeted support to be provided to students with identified attendance issues. 100% attendance is recognised at Sydney Secondary College Balmain Campus recognition assemblies. In 2018, the attendance rate for all students was 89.7%.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	3.78	0	0
Employment	0.54	0	0
TAFE entry	0.54	0	0
University Entry	0	0	0
Other	2.7	0	0
Unknown	0	0	0

As Sydney Secondary College Balmain Campus is a junior campus of Sydney Secondary College, it does not hold the data on Year 11 and 12 post school destinations. This information can be observed in the Sydney Secondary College Blackwattle Bay Campus Annual School Report.

92.97% of Sydney Secondary College Balmain Campus Year 10 students continue their secondary school education after completing Year 10 studies at Balmain, with 90.81% continuing their learning at Sydney Secondary College Blackwattle Bay Campus. The 2.70% listed as other have continued their education overseas, interstate or have moved to private schools. A small percentage, 0.54% of students move to TAFE once they complete their Record of School Achievement (RoSA) in Year 10.

Year 12 students undertaking vocational or trade training

As Sydney Secondary College Balmain Campus is a junior campus of Sydney Secondary College, it does not currently hold the data on Year 12 vocational or trade training. This information can be observed in the Sydney Secondary College Blackwattle Bay Campus Annual School Report available on their website <https://sscbwattle-h.schools.nsw.gov.au/>

Year 12 students attaining HSC or equivalent vocational education qualification

As Sydney Secondary College Balmain Campus is a junior campus of Sydney Secondary College, it does not currently hold the data on Year 12 students attaining HSC or equivalent vocational education qualifications. This information can be observed in the Sydney Secondary College Blackwattle Bay Campus Annual School Report available on their website <https://sscbwattle-h.schools.nsw.gov.au/>

Workforce information

Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	3
Head Teacher(s)	10
Classroom Teacher(s)	37.3
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	15.96
Other Positions	2

*Full Time Equivalent

Please note, College staffing is included in the Sydney Secondary College Balmain Campus workforce composition. College staff who work across three campuses, Balmain, Leichhardt and Blackwattle Bay include the College Principal, College Deputy Principal, College Head Teacher Teaching and Learning and College Administration Teacher.

Sydney Secondary College Balmain Campus workforce includes 5.7% of staff members who identify as being Aboriginal or Torres Strait Islander background. 1.5% of the teaching staff and 16% of Student Learning and Support Officer staff of Sydney Secondary College Balmain Campus identified as being of Aboriginal or Torres Strait Islander background. In addition to this, Sydney Secondary College employs a full time Aboriginal Education Officer who supports Aboriginal and Torres Strait Islander students across all three campuses.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

Professional learning and teacher accreditation

Professional learning was accessed through school development days, faculty planning sessions, regular faculty and professional learning meetings. Teachers also attended courses run outside school. Mandatory training was provided to meet Department of Education and legislative requirements including Child Protection updates, CPR, Emergency Care and Anaphylaxis.

Professional learning centred on a number of themes throughout the year, such as Positive Behaviour for Learning, middle schooling, wellbeing, literacy and collaborative practice.

Year 7 and 8 teams were established as part of professional learning in 2018. Teachers collaborated on identifying effective strategies for their classes, building an effective, collective knowledge base of student needs and wellbeing issues and identifying effective interventions for individual students. This emphasis on getting to know students and working together to share information helped staff set high expectations and more effectively implement Positive Behaviour for Learning in their classes.

Positive Behaviour for Learning (PBL) was a key feature of professional learning in 2018. In the Year 7 and 8 teams staff established consistent expectations, procedures and routines at the beginning of the year. The PBL team delivered sessions on explicitly teaching our school's values and led staff through the delivery of PBL lessons and themes. The team introduced staff to new policies and worked through implementing and managing issues using PBL strategies and language.

Literacy sessions addressed the Premier's Priority of an increase of the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019. Literacy sessions focused on paragraph writing strategies, the school's implementation of Renaissance Accelerated Reading program and data analysis.

The school's Executive staff participated in an Executive Conference with a focus on Middle Schooling. This followed professional reading and learning in Executive meetings based on the theme of middle schooling education and the development of the school's middle school model.

Staff Performance and Development Plan (PDP) goals are mapped against the School Plan and used to inform external professional learning as well as school based professional learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	804,880
Revenue	10,344,078
Appropriation	9,697,842
Sale of Goods and Services	48,949
Grants and Contributions	570,372
Gain and Loss	0
Other Revenue	17,810
Investment Income	9,106
Expenses	-9,961,336
Recurrent Expenses	-9,961,336
Employee Related	-9,066,246
Operating Expenses	-895,090
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	382,743
Balance Carried Forward	1,187,623

Sydney Secondary College Balmain Campus follows rigorous financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2018. The Principal plans and implements an annual school budget that:

- Plans to maximise the operation of the school within available physical and financial resources
- Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds
- Identifies and addresses occupational health and safety issues
- Maintains appropriate records in accordance with Audit requirements.

Throughout 2018, substantial funds were expended in equity funding. Specifically, the school supported our students and their families through subsidising and providing resources in the key areas of: Aboriginal Education, Socio Economic Disadvantage, English as Another/Additional Language, and Disability Provisions. These funds were mapped against the School Plan and are represented in the 2018 School Plan Monitoring

Document. Governance of this expenditure included the School Planning Committee and regular finance meeting. This utilisation of funds will continue into 2019. Additional funds available will be used to upgrade learning environments.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	6,461,304
Base Per Capita	156,285
Base Location	0
Other Base	6,305,019
Equity Total	394,187
Equity Aboriginal	17,691
Equity Socio economic	24,929
Equity Language	187,452
Equity Disability	164,113
Targeted Total	1,347,448
Other Total	543,797
Grand Total	8,746,736

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

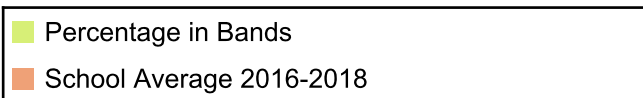
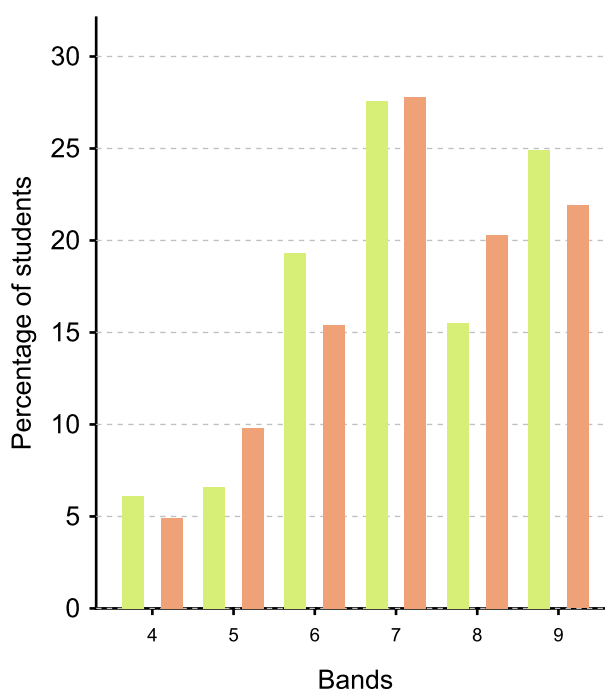
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

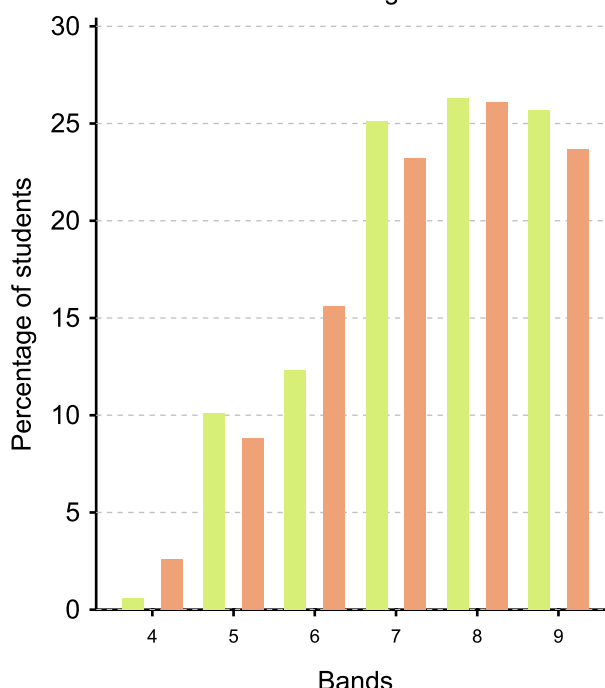
Students in Year 7 performed particularly well in the area of Reading. 52% of Year 7 students achieved in the top two bands for Reading, which was substantially higher than both the SSG (45.3%) and State (26.4%). 40.4% of Year 7 students achieved in the top two bands for Grammar and Punctuation, which was substantially higher than the State (26.6%), but slightly lower than SSG (43.8%). 47% of Year 7 students achieved in the top two bands for Spelling, which was higher than State (32.6%), but slightly lower than SSG (49%). 17.7% of Year 7 students achieved in the top two bands for Writing, which was higher than the State (15.5%), but somewhat lower than SSG (26.8%). Writing is identified as an area for improvement for Year 8 in 2019.

Reading and Spelling were identified as a strengths for Year 9. 37.7% of Year 9 students achieved in the top two bands for Reading, which was higher than both the SSG (34.7%) and State (21.2%). Similarly, 42.2% of Year 9 students achieved in the top two bands for Spelling, which was higher than both the SSG (36.4%) and State (24.4%). 36.5% of Year 9 students achieved the top two bands for Grammar and Punctuation, which was substantially higher than the State (23.3%), but slightly lower than SSG (37.7%). 18.8% of Year 9 students achieved in the top two bands for Writing, which was higher than the State (12.6%), but slightly lower than SSG (19.6%). Writing is identified as an area for improvement for Year 10 in 2019.

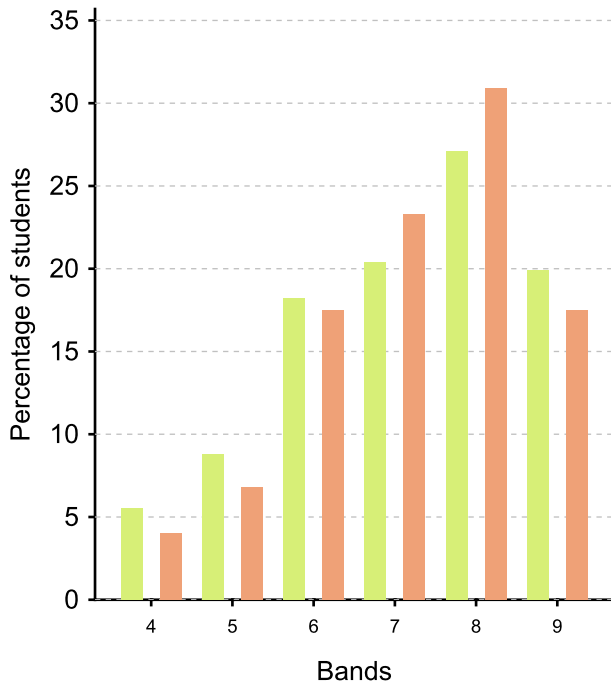
Percentage in bands:
Year 7 Grammar & Punctuation



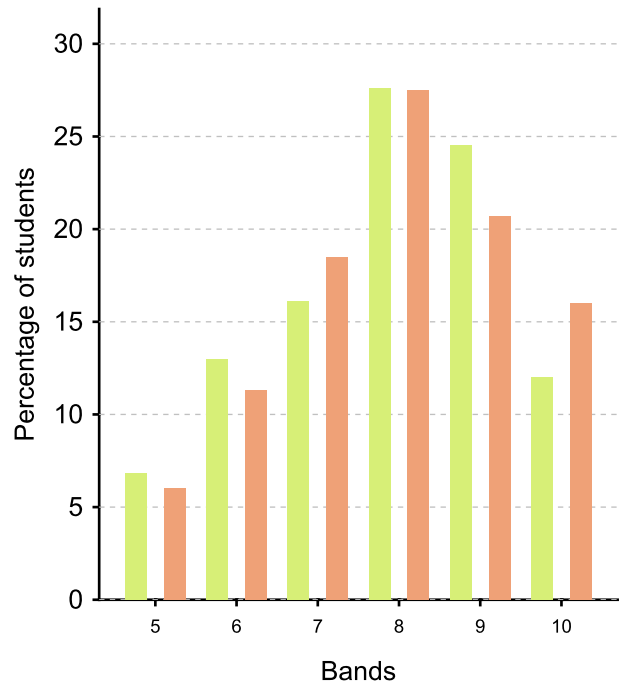
Percentage in bands:
Year 7 Reading



Percentage in bands:
Year 7 Spelling



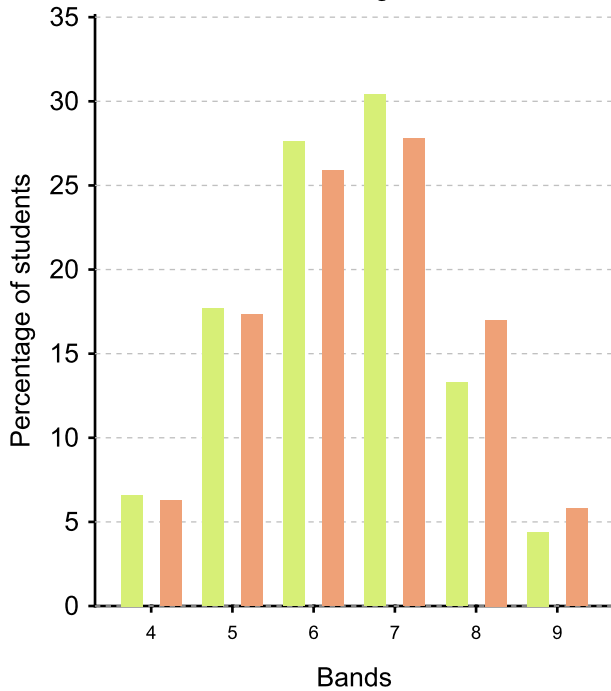
Percentage in bands:
Year 9 Grammar & Punctuation



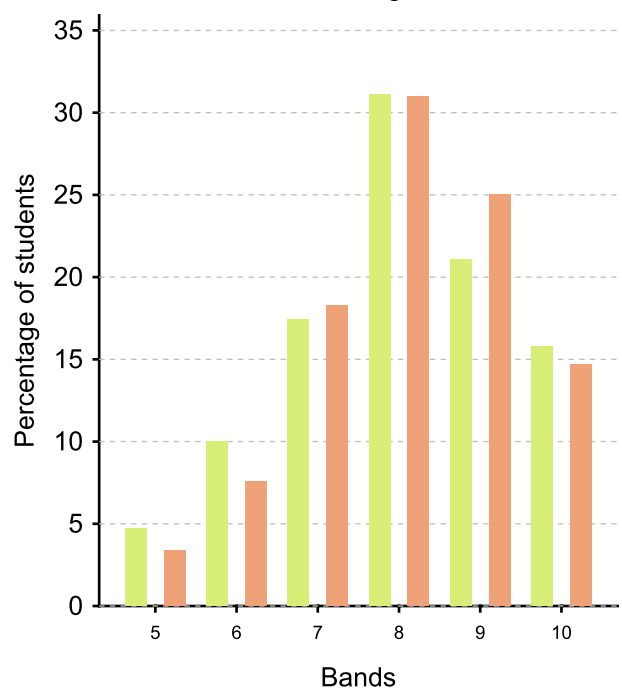
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Writing



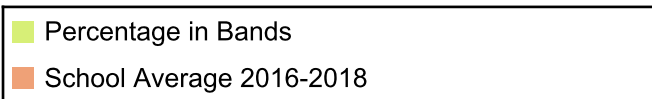
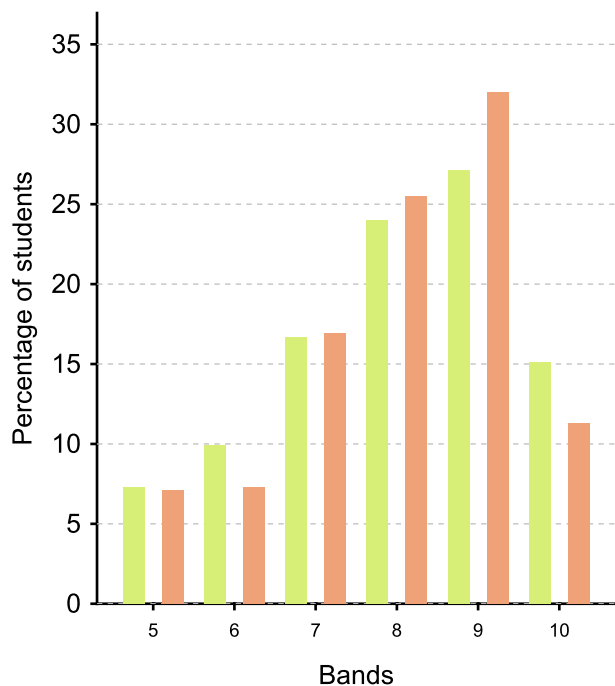
Percentage in bands:
Year 9 Reading



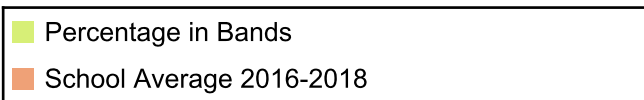
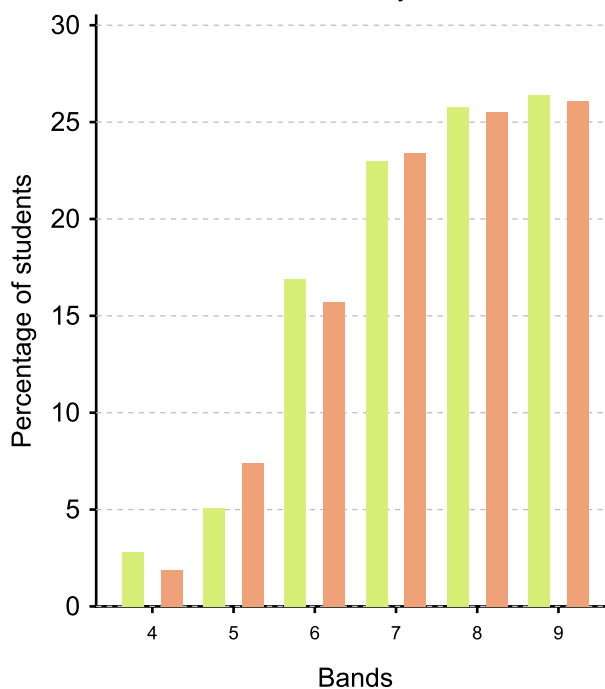
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

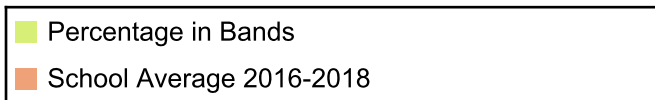
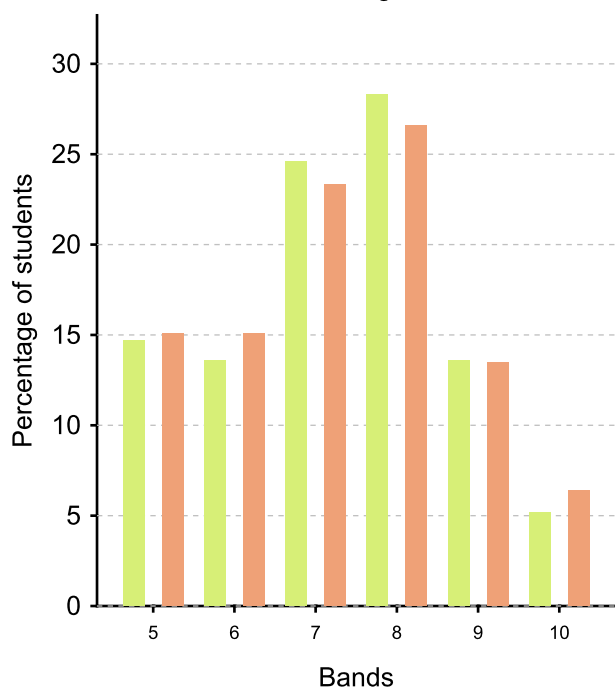
Percentage in bands:
Year 9 Spelling



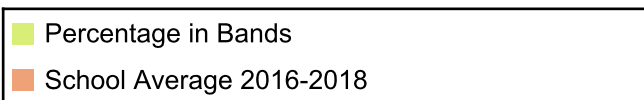
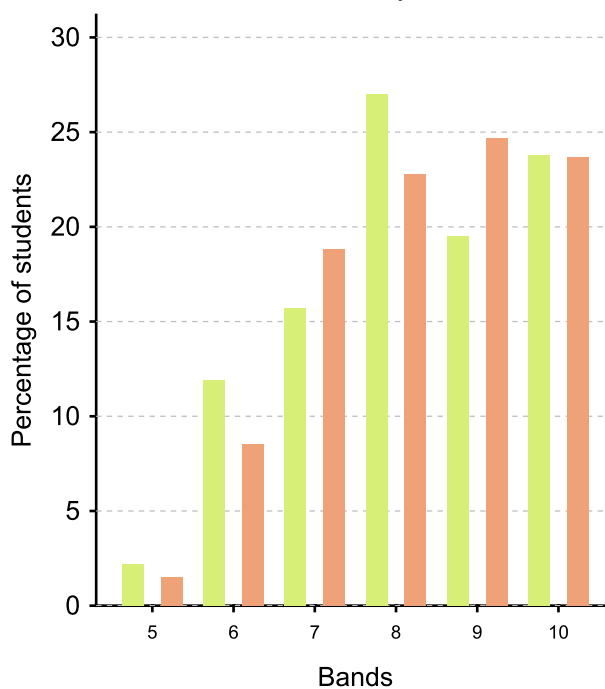
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



Numeracy was identified as an area of strength for Year 7. 52.2% of Year 7 students achieved in the top two bands in Numeracy, which was higher than SSG (47.2%) and substantially higher than State (26.9%).

43.3% of students in Year 9 achieved in the top two bands in Numeracy which was slightly lower than SSG (45.1%) but substantially higher than State (26.2%).

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Attempts continued to improve Aboriginal education outcomes. These include the Aboriginal student

mentoring program, engaging the Aboriginal community, Aboriginal Elders and Aboriginal staff, embedding 8 Ways of Learning in teaching and learning programs and celebrating culture through Sista Speak and Bro Speak. Support for Aboriginal students is provided through Homework Club, the establishment of Personalised Learning Pathways and the employment of Aboriginal Student Learning Support Officers. An additional Aboriginal SLSO was employed in 2018. Attendance is regularly monitored and parents and carers are regularly engaged.

Parent/caregiver, student, teacher satisfaction

With Sydney Secondary College's campus-specific 2018–2020 School Plans in motion, 2018 saw the strengthening of innovative teaching and learning practices as well as a continued focus on wellbeing across the college.

The College Management Group, the College Organisational Group and the College Student Wellbeing Action Team met fortnightly to organise College events such as Presentation Day, Year Advisers' Day and College Development Day (among many others), as well as review and follow up current issues and input from our community. This has continued to guide College priorities and future directions.

Data to inform planning was extracted from the following quantitative and qualitative surveys as well as focus groups:

- Wellbeing surveys across all campuses – revealing a strong sense of parent and student connection to the school and confidence in the College's management and regard for wellbeing issues.
- Support for early career teachers and particularly those requiring assistance with accreditation ran across all three campuses – teachers reported that they felt supported and respected by their school community. This support provided opportunity for early career teachers to manage their accreditation process as well as collaborate with more experienced teachers for the purposes of observation, goals assistance and mentoring support.
- Term 3 college professional learning staff survey – the majority of staff rated the day as valuable and relevant to their roles and appreciated the variety in workshops offered, combined with the opportunity to collaborate as cross-campus faculties.
- College Student Representative Council meetings facilitated strong discussion about social justice, reducing the environmental footprint, and empowering students to become leaders in their communities to drive change.
- Exiting Year 10 students reported that they were challenged and catered for as learners at Sydney Secondary College. The large majority of students from the Balmain and Leichhardt campuses continued on to the Blackwattle Bay campus for their senior schooling. Of the small number who continued their stage 6 schooling elsewhere, most took up positions at fully selective high schools.
- Ongoing meetings with parents throughout the year at each campus and parent consultation groups have ensured open communication lines with our wider school community.
- Reviews of the Creative and Performing Arts and Technological and Applied Studies faculties in each campus – involving consultations with staff, students and parents, as well as lesson observations and faculty document reviews. From

these reviews, a number of recommendations were made and each faculty is working towards their implementation and subsequent review in 2019. Data collected demonstrated high levels of parent and student satisfaction with each faculty.

- Reviews of the faculty reviews – subsequent to the 2017 College faculty reviews, a program was established to reflect upon the usefulness of the faculty review process through the surveying and interview of Head Teachers and the faculties they lead. Results from these consultations indicated that teachers recognised the value of the process and faculties were making significant progress in achieving the recommendations.

Satisfaction was indicated by all parties in the following areas:

- At Sydney Secondary College there is a vibrant and inclusive school community spread across three campuses. Our community fosters and continues to support co-education within a college structure. Parents at our middle schools were very appreciative of the range of co-curricular programs being offered to students. These courses improved student engagement and offered the opportunity to discover and develop interests and talents.
- Primary school partnerships, university partnerships, local councils and local community groups, parent groups, AECG, TAFE and Inner West Council youth services are valued. Both staff and parents want our College to maintain and build on these partnerships to enhance and expand student learning. Increased student enrolments from our partner primary schools are evidence of the success of these programs.
- UTS partnerships with Balmain and Blackwattle Bay have created opportunities for students to access a tertiary learning environment to extend their understanding of iSTEM and a technologically innovative working landscape.
- Glebe Connected is a collective of stakeholders that work within the Glebe community. Sydney Secondary College have joined this group to formulate a collective impact plan for a more sustainable Glebe. Sydney Secondary College was a part of the 'Cradle to Career' working group looking at transition points for the young people of Glebe.
- Parents value effective communication systems that cater for changing needs. Sydney Secondary College continues to accommodate different parent/caregiver preferences through the use of a variety of communication platforms including revamped school websites, Sentral, Skoolbag, Twitter, Facebook, Edmodo, Google Classroom and school newsletters.
- Our community supports the promotion of the strength of quality public co-education with emphasis on the middle schooling and young adult learning environment.
- Parents and caregivers at Sydney Secondary College are proactive and willing to engage with and contribute to school life and programs. Each campus has a strong Parents and Citizens association. The College Instrumental Music program has strong parental support and

maintains student enrolments of over 250 students.

- The College manages assets and infrastructure to meet student learning needs including physical environment and technology infrastructure. Teachers, parents and students want future focused learning spaces and progress continues to be made across all three campuses to enhance learning spaces and student amenities. There are professional learning teams at each campus dedicated to advancing innovation in our schools to continue the modernisation of our College resources and amenities.
- An evidence driven, dynamic, inclusive culture of consultation informs future College and campus planning and this direction is appreciated by all parties.
- Capacity building – through regular Aspiring Head teacher meetings that focus on both the theory behind effective instructional leadership and administrative roles and responsibilities

Policy requirements

Aboriginal education

The SSC Balmain campus Aboriginal team meets each fortnight. Representatives meet with the college principal once a term to ensure the continuity of the College programs. The coordinators of these teams also engage in regular contact to develop cross-campus initiatives. Along with this, the College is committed to regular engagement with our strong Indigenous community through a connection with the Glebe Connected initiative.

In 2018, there were 23 Aboriginal and Torres Strait Islander (ATSI) students enrolled at Balmain Campus including Glebe Pathways students; 30 students at Leichhardt Campus and 23 students at Blackwattle Bay Campus. Our ATSI staff include five Aboriginal teachers, an Aboriginal Education Officer, two Aboriginal SLSOs at Glebe Pathways, one at Balmain Campus, and an Aboriginal SASS staff member at Leichhardt Campus. Our Aboriginal and Torres Strait Islander students showed progress and improvement in terms of academic success, engagement and recognition in the wider community.

In 2018, the College Aboriginal Education Team continued to run and further strengthen both the Sista Speak and Bro Speak programs for our ATSI students at the Balmain and Leichhardt Campuses. This program brought our students together to talk about their culture and country through a variety of activities, including workshops with the Sydney Story Factory, a Barangaroo Walking Tour, a Rock and Water workshop for Bro Speak led by an SSC teacher, a visit to the Maritime Museum to explore the Indigenous Art Exhibition, Tribal Warrior, a delicious cooking class with native ingredients, bike riding around Blackwattle Bay with an SSC teacher, a presentation from the Macquarie University Walanga Maru representatives and an ongoing engagement with the UTS Jumbunna program. As a result of the dedication of the College's teachers in connecting students with this variety of programs, 2018 saw the highest attendance rates at both Sista Speak and Bro Speak as well as a greater personal connection with the students' culture, community and other Aboriginal students across the campus. SSC Balmain coordinated a Personalised Learning Pathways (PLP) evening. Parents were invited to meet their young persons teacher mentor and the College AEO and assist in the formulation of a PLP. In 2018, 7 students parents attended. In 2018 the Balmain ABED team started the consultation process with local community to develop a PLP process that is more accessible to the needs of our families. This will continue through to 2019. The Glebe Pathways Project continued to engage students through innovative, personalised teaching and learning programs with Glebe Youth Service. Glebe pathways students participated in NSW TAFE programs where students worked collaboratively to improve their ability to communicate their thoughts and feelings by allowing students to find their own voice through authentic learning experiences. Students also participated in UTS literacy and numeracy days and this will continue into 2019.

2018 also saw the establishment of a new initiative at the senior campus aimed at continuing the support provided to students in stages 4 and 5. In conjunction with the College AEO, Aboriginal Education team and a community outreach officer from Headspace, the College Administration Teacher developed a program to address the mental and physical wellbeing, academic and social connection needs of our stage 6 ATSI students.

Across our College, greater parental involvement occurred in the preparation of students' personalised learning pathways and attendance at cultural events and celebrations. Mentors across all three campuses, in conjunction with the Aboriginal Education Officer (AEO) and College parents, work with students to develop Personalised Learning Plans that identify the areas in which learners need additional support. Mentors and the AEO monitor attendance, classroom behaviour, as well as the emotional and social development of students. Mentors also provide support, demonstrate leadership and work closely with students in a safe learning environment.

Sydney Secondary College continues to demonstrate commitment to ATSI education through a variety of programs across the three campuses, including Young Mob, homework clubs, Pride Nights and welcome evenings and transition events for ATSI students. In addition, Leichhardt campus' HSIE teacher and Year 10 Adviser Leanne Jamieson received the Nanga Mai award for her outstanding contribution to educational achievement.

Literacy and numeracy programs continued at Balmain and Leichhardt Campuses in 2018. These programs aim to assist targeted ATSI students in the areas of literacy and numeracy. Leichhardt Campus continued complementing the allocation for a Norta Norta teacher, providing ongoing support for the literacy skill development of our ATSI students. In 2018, ATSI students from Leichhardt and Balmain Campuses demonstrated continued growth in writing, as evidenced by improved NAPLAN results. Five of our senior ATSI students successfully completed all assessment tasks and graduated with their HSC. Out of the 5 students, one received the United World Colleges scholarship and is studying in Costa Rica; one received a scholarship to study with the Port Adelaide AFL team; one is currently working through his apprenticeship and one has gained permanent employment with Qantas.

Parents and guardians of ATSI students have been very supportive of these programs in 2018, seeing it as a means of monitoring their child's progress at school. Parents are able to access updates on activities their child is undertaking and areas of improvement and development.

Sydney Secondary College students participated in regional programs including the Great Debate at NSW Parliament House, Speak Up 2018 (where Leichhardt's Alex Peisley and Sarah Rodger came first and third, respectively) and the Koori Art Expressions Exhibition. Notably, Alex Peisley also emceed the exhibition and Leichhardt's Gabriel Raad's drawing of Aunt Fay

Carroll has been used by the Department.

The 2018 Deadly Awards saw Sydney Secondary College students Paris Caines–Sghabi (Balmain Campus), Rosie Manners (Leichhardt Campus), Beau Syron (Blackwattle Bay Campus) awarded with Deadly Kids Doing Well Awards.

Multicultural and anti-racism education

The acceptance of cultural diversity is an essential part of the teaching and learning programs at all three campuses. In 2018, the number of students from Language Backgrounds Other Than English (LBOTE) in each campus was:

Leichhardt Campus – 41%

Balmain Campus – 37%

Blackwattle Bay Campus – 27%.

In 2018, the English as an Additional Language/Dialect (EAL/D) teaching allocation was:

Balmain Campus – 1.4

Leichhardt Campus – 0.4

Blackwattle Bay Campus – 1.2

Teaching programs at all three campuses ensure that multicultural education is explicitly taught so that all students are well equipped for life in Australian society. Each campus has an Anti–Racism officer. A Diversity Day was held for Year 11–12 students during Term 1 at Blackwattle Bay Campus and Harmony Day assemblies celebrated diversity of teachers, students and the wider community at both the Balmain and Leichhardt campuses.

Balmain Campus: At Balmain the EAL/D program is based on a team teaching approach through the HSIE, Science and TAS key learning areas. The focus is adjusted each year to fit the changing needs of second and third phase learners in their various subject areas. Parallel English classes have also been created to cater to a number of the first and second phase learners and International students entering the Balmain Campus. EAL/D teachers participate in the Learning Support and Welfare Teams and coordinate a taster transition week for students from the Central Sydney Intensive English High School.

Leichhardt Campus: In 2018, the number of students from LBOTE at Leichhardt Campus was 41%. Whilst most of our students were born in Australia, many still speak another language at home. Given that the allocation of staffing is limited, the focus for teaching EAL/D means that new arrivals are given priority. EAL/D support involves small group work to help students with class assignments. Literacy teaching is not limited to English as a subject, but instead is taught more broadly across the curriculum. Every effort is made to assist students in their transition from other cultures into Australian society. The school has an

Anti–Racism officer and Harmony Day was recognised as an opportunity to celebrate the diversity of the student and teaching staff at school.

Blackwattle Bay Campus: The English as an Additional Language/Dialect Preliminary and HSC courses are delivered by qualified and experienced English EAL/D teachers whose focus is building students' foundation English skills as well as extending them towards a love of English literature and academic language and analysis. Team teaching also occurs flexibly across other subject areas. Each EAL/D student has a Personalised Learning Plan. International students are monitored and mentored in cooperative programs between the College and the International Student Centre.

Other school programs

Middle Schooling

The Balmain middle schooling model was developed in 2018. This is the result of extensive consultation through surveys, focus groups and professional development across our school community. It has been constructed in collaboration between the executive and the learning innovations team. This included an executive conference where combined assessment tasks for year 7 term 1 were developed and critiqued. Sydney Secondary College, Balmain Campus focuses on a middle schooling model which incorporates high expectations, authentic teaching and learning outcomes, strong learning relationships, student voice and responsibility, wellbeing, pedagogy and citizenship.

Wellbeing Programs

Sydney Secondary College, Balmain Campus has implemented a structured, weekly wellbeing program for all students which incorporates regular stage assemblies, year meetings and PBL lessons. The school's values and behaviour expectations are explicitly taught. Themes such as respectful relationships, growth mindset, cultural understanding and acceptance of others are covered. National and international days and events are celebrated and often provide themes for associated PBL lessons.

Additional wellbeing programs are offered to improve engagement and foster belonging such as Raise Mentoring, Boys Club, Girls Club and the LGBTQI+ Gardening Group.

Intensive, individualised wellbeing programs for students requiring individualised supports include our school counsellors and the Reconnect counsellors. Some students, including Aboriginal students are provided with individual mentors.

Enrichment

The enrichment program and application process were revamped in 2018. The enrichment program offering was expanded with the introduction of the Creativity stream. As a result of this new stream the application process was adjusted to include Academic, Creativity

as well as including the Talented Athlete Program. One application for all three programs simplified the process for families and saw an increase in applications from a wider variety of students. With a continued focus on offering enriching learning experiences for students in the local area, the Creativity stream saw a range of students apply with a wide variety of skills and talents. In consultation with the local community, the introduction of a test for the academic enrichment class supported the differentiation of student candidates as well as the opportunity to meet at an interview. The interview process provided an opportunity for the school and the students and their family get to know each other. This has led to a tailoring of the design of projects and course work for the upcoming school year for the creativity enrichment program.